DOCUMENT RESUME

ED 322 259 UD 027 559

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TITLE Chapter 1/P.C.E.N. Pregnant School-Aged Girls Program Student Outcome Data 1988-89 End-Of-Year Report. Evaluation Section Report. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE May 90
NOTE 33p.; Parts of tables 5 and 8 are illegible due to broken type.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basic Skills; Compensatory Education; High Schools; *Pregnant Students; Program Evaluation; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; Special Needs Students; Urban Schools; *Writing Instruction
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

ABSTRACT

The large number of missing student test scores, the results of uneven student attendance, precluded any meaningful assessment of the impact of the 1988/89 Pregnant School-Aged Girls Program in the New York City public schools. Pregnant students have the option of attending classes at one of five special schools. There, they attend remedial classes in reading, writing, and mathematics. Students return to their home schools after their pregnancies. Programs are funded under Chapter 1 of the Education Consolidation and Improvement Act and the Pupils with Compensatory Educational Needs (PCEN) program. Overall, 414 students from the five high schools participated in the reading and writing program and 420 students took part in the mathematics program. Of the students with valid reading scores, 66.1 percent of half-year students and 45.4 percent of full-year students met the evaluation goal. Eighty-one percent of the half-year students and 90.9 percent of the full-year students met the writing objective. Neither half- nor full-year students enrolled in the Chapter 1-funded mathematics program improved their performance enough to meet the program objective. Attendance averaged 56.4 percent among half-year students and 54.1 percent among full-year students. Statistical data on 11 tables are included. A copy of the evaluation summary is also included. (FMW)

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OREA Report

EVALUATION SECTION REPORT

CHAPTER 1/P.C.E.N.
PREGNANT SCHOOL-AGED GIRLS PROGRAM
STUDENT OUTCOME DATA
1988-89
END-OF-YEAR REPORT

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May, 1990

EVALUATION SECTION REPORT

CHAPTER 1/P.C.E.N.
PREGNANT SCHOOL-AGED GIRLS PROGRAM
STUDENT OUTCOME DATA
1988-89
END-OF-YEAR REPORT

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1/1/90

SUMMARY

Overall, 414 students from the five Pregnant School-Aged Girls high schools participated in the reading and writing program, and 420 students took part in the math program. Of the students with valid reading scores, 66.1 percent of half-year students and 45.4 percent of full year students met the evaluation objective. Eighty-one percent of half-year and 90.9 percent of full-year students met the writing objective. Program objectives were met in writing but not reading.

Neither half-year (63 percent) nor full-year (61 percent) students enrolled in the Chapter 1 funded program of Corrective Mathematics for Pregnant School-Aged Girls met the evaluation objective.

PROGRAM BACKGROUND

Students who are pregnant have the option of attending classes at one of the five special schools for pregnant school-aged girls. Students attend remedial classes in reading, writing and mathematics as part of their educational programs. After their pregnancies, students return to their home schools to complete their educations.

PROGRAM OBJECTIVES

The evaluation objectives for reading and writing stipulate that 70 percent of program students should improve their reading and writing skills from the pretest to the posttest. The math objective states that students should master one new skill for every 20 days of instruction.

CONCLUSIONS

The large amount of missing test scores for students precludes any meaningful assessments of program impact. Part of the missing data is understandable given the special needs of this population of pregnant school-aged girls. Nevertheless, attempts should be made to minimize the amount of missing test data so that the program's impact can be examined.

TABLE OF CONTENTS

		Page
I.	Overview	1
II.	Overall Results	3
	Reading/Writing Program	3
	Reading Results	3
	Writing Results	9
	Math Results	10

List of Tables

Table		Page
1	Chapter 1 Overall Results for the Corrective Reading and Writing Program for Pregnant School-Aged Girls	4
2	Chapter 1 Reading and Writing Results for Martha Neilson School	5
3	Chapter 1 Reading and Writing Results for Teen Aid High School	6
4	Chapter 1 Reading and Writing Results for Community School for Comprehensive Education	7
5	Chapter 1 Reading and Writing Results for Ida B. Wells School	8
6	Chapter 1 Overall Results for the Corrective Mathematics Program for Pregnant School-Aged Girls	11
7	Chapter 1 Math Results for Martha Neilson School	12
8	Chapter 1 Math Results for Teen Aid High School	13
9	Chapter 1 Math Results for Community School for Comprehensive Education	14
10	Chapter 1 Math Result for Ida. B Wells	15
11	P.C.E.N. Math Results for Teen Aid High School	16

I. OVERVIEW

The Office of Research, Evaluation, and Assessment (OREA) annually evaluates the Chapter 1/Pupils with Compensatory Educational Needs (P.C.E.N.) funded high school remedial classes in Pregnant School-Aged Girls schools. The Chapter 1/P.C.E.N. programs in these schools during the 1988-89 school year include one which provides remediation in reading and writing, and another that offers remediation in mathematics. Overall program results for 1988-89 including attendance as well as school-by-school summary statistics in reading, writing, and math, are detailed in this report. Some students require remediation for the full-year (full-year students) others may be programmed for only a single term of remediation (half-year students); for this reason results are reported separately for full-year and half-year students.

Citywide tests are used to measure the overall progress of New York City high school students. Two of these tests are also utilized as the evaluation instruments for students in the Chapter 1/P.C.E.N. reading and writing program at Pregnant School-Aged Girls Schools. The Degrees of Reading Power (D.R.P.) test was used to assess reading progress in ninth and tenth graders, and the Regents Competency Test (R.C.T.) in reading was used to assess progress in eleventh and twelfth graders.

Reading performance on the D.R.P. is examined by evaluating pretest and posttest Normal Curve Equivalents (N.C.E.s). N.C.E.s provide a standard against which students' progress can be evaluated. A gain in N.C.E. scores from pretest to posttest

indicates that a student's performance is better than what would be expected by normal growth and chance. The evaluation objective stipulates that improvement should be greater than the expected improvement without the treatment of the program. Thus, a student who has a higher posttest than pretest N.C.E. score has met the evaluation objective.

The R.C.T. in reading is a criterion-referenced test of minimal competency required for all New York State students in order to receive a high school diploma. According to State Education Department (S.E.D.) guidelines, the reading R.C.T. can be given to students beginning in the spring of students' eleventh grade. Thereafter students have the opportunity to take the reading R.C.T. up to three times a year (winter, spring, summer) until they pass it.

Writing performance is evaluated by examining student writing samples before and after program participation. Trained reading/writing teachers evaluate student writing samples using a holistic assessment method. Teachers assess writing samples using a four-point scale that considers the overall adequacy of the paper as well as students' adherence to the topic, word choice and usage, and other criteria.

The Funded High School Math Skills Program Test is used to measure progress in Chapter 1/P.C.E.N. math classes in Pregnant School-Aged Girls Schools. It is a criterion-referenced test given at the beginning and end of each term to diagnose skill deficiencies.

II. OVERALL RESULTS

READING/WRITING PROGRAM

Overall, 414 students from the five Pregnant School-Aged Girls high schools participated in the Chapter 1/P.C.E.N. reading and writing program during the 1988-89 school year. A total of 327 of these students were in the program for a half-year. Of these half-year students, 31 were reported to be in the sixth, seventh or eighth grades; 91 were in ninth grade, 84 were in tenth grade, and 57 and 58 were in the eleventh and twelfth grades, respectively. (Grade information was missing for 6 additional students.) Similarly 87 students received remediation for the full year. Nine of the full-year students were reported to be seventh or eighth graders, 35 were in the ninth grade, 21 in the tenth grade, 13 in the eleventh grade and 9 in the twelfth grade.

Attendance averaged 56.4 percent among half-year students and 54.1 percent among full-year students. The reading and writing results of both half-year and full year students in the program are summarized overall and by grade in Table 1. School-by-school results follow in Tables 2 through 5.

READING RESULTS

Half-Year Students

Of the 327 high school students enrolled in reading for a half-year, pretest and posttest scores were available for 19 percent (62). This rather high percentage of missing data is

TABLE 1
CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE READING FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES IN READING AND WRITING

STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
HALF YEAR	6TH	1	1	44.7	0				0	
	7TH	7	7	54.3	2	20.5	17.5	0.0	6	66.7%
	8TH	23	23	54.6	5	44.8	50.6	80.0%	18	72.2%
	9TH	91	91	50.2	20	40.9	43.2	65.0%	67	71.6%
	10TH	84	84	58.6	19	44.6	47.8	63.2%	60	81.7%
	11TH	57	57	60.2	13	42.2	44.5	69.2%	44	84.1%
	12TH	58	58	60.0	3	33.7	37.0	100.0%	44	97.7%
	MISSING	6	0		0				0	
TOTAL		327	321	56.4	62	41.6	44.4	66.1%	239	81.2%
FULL YEAR	7TH	4	4	67.9	3	25.0	36.0	66.7%	4	100.0%
	8TH	5	5	51.0	3	34.0	32.0	0.0	3	66.7%
	9TH	35	35	49.2	26	40.4	41.8	26.9%	28	96.4%
	10TH	21	20	56.2	15	39.5	36.7	13.3%	20	80.0%
	11TH	13	12	56.9	12	43.7	47.0	50.0%	13	100.0%
	12TH	9	9	60.1	9	40.2	41.4	11.1%	9	88.9%
TOTAL		87	85	54.1	68	39.8	40.8	26.5%	77	90.9%
TOTAL		414	406	55.9	130	40.7	42.5	45.4%	316	83.5%

TABLE 2

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE READING FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES IN READING AND WRITING

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
MARTHA NEILSON SCH	HALF YEAR	9TH	1	1	76.5	0				1	100.0%
		12TH	1	1	47.1	1	41.0	44.0	100.0%	1	100.0%
		MISSING	4	0		0				0	
	TOTAL		6	2	61.8	1	41.0	44.0	100.0%	2	100.0%
	FULL YEAR	9TH	1	1	43.3	1	25.0	25.0	0.0	1	100.0%
		10TH	1	0		1	41.0	31.0	0.0	1	100.0%
		12TH	1	1	49.4	1	26.0	37.0	100.0%	1	100.0%
	TOTAL		3	2	46.4	3	30.7	31.0	33.3%	3	100.0%
TOTAL			9	4	54.1	4	33.2	34.2	50.0%	5	100.0%

TABLE 3

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE READING FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES IN READING AND WRITING

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
TEEN AID HIGH SCHOOL	HALF YEAR	6TH	1	1	44.7	0				0	
		7TH	1	1	42.4	0				1	100.0%
		8TH	8	8	38.7	1	30.0	38.0	100.0%	6	83.3%
		9TH	25	25	50.2	8	43.0	44.0	62.5%	15	86.7%
		10TH	28	28	52.6	3	46.3	49.0	66.7%	15	86.7%
		11TH	14	14	56.6	2	40.5	40.0	50.0%	11	100.0%
		12TH	19	19	64.5	0				8	100.0%
	TOTAL		96	96	53.6	14	42.6	44.1	64.3%	56	91.1%
	FULL YEAR	7TH	2	2	68.6	2	32.5	43.0	50.0%	2	100.0%
		8TH	3	3	47.0	3	34.0	32.0	0.0	2	50.0%
		9TH	16	16	37.7	11	39.8	41.0	27.3%	10	100.0%
		10TH	10	10	50.8	6	41.7	41.8	16.7%	9	77.8%
		11TH	2	2	69.7	1	32.0	32.0	0.0	2	100.0%
		12TH	2	2	65.6	2	40.0	40.0	0.0	2	50.0%
	TOTAL		35	35	47.4	25	38.7	39.8	20.0%	27	85.2%
TOTAL			131	131	51.9	39	40.0	41.4	35.9%	83	89.2%

TABLE 4

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE READING FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES IN READING AND WRITING

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
COMM SCH FOR COMP ED	HALF YEAR	7TH	3	3	67.7	2	20.5	17.5	0.0	3	100.0%
		8TH	8	8	62.4	4	48.5	53.8	75.0%	8	100.0%
		9TH	41	41	51.2	9	38.0	41.7	55.6%	41	61.0%
		10TH	21	21	59.0	8	40.4	42.9	62.5%	21	76.2%
		11TH	14	14	63.5	2	48.5	55.5	100.0%	13	84.6%
		12TH	12	12	58.3	0				12	91.7%
		MISSING	1	0		0				0	
	TOTAL		100	99	56.8	25	39.9	43.2	60.0%	98	75.5%
	FULL YEAR	7TH	2	2	67.2	1	10.0	22.0	100.0%	2	100.0%
		9TH	13	13	61.5	11	42.5	44.5	36.4%	13	92.3%
		10TH	6	6	58.4	5	40.4	35.4	20.0%	6	83.3%
		11TH	9	9	54.9	9	45.6	48.8	55.6%	9	100.0%
		12TH	5	5	59.0	5	46.8	46.8	0.0	5	100.0%
	TOTAL		35	35	59.3	31	42.7	43.9	35.5%	35	94.3%
TOTAL			135	134	57.5	56	41.4	43.6	46.4%	133	80.5%

TABLE 5

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE READING FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES IN READING AND WRITING

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID READING SCORE	MEAN PRETEST SCORE	MEAN POSTTEST SCORE	% WHO IMPROVED IN READING	# WITH VALID WRITING SCORE	% WHO IMPROVED IN WRITING
IDA B. WELLS SCHOOL	HALF YEAR	7TH	3	3	44.9	0				2	0.0
		8TH	7	7	63.8	0				4	0.0
		9TH	24	24	47.6	3	44.0	46.0	100.0%	10	90.0%
		10TH	35	35	63.2	8	48.1	52.4	62.5%	24	83.3%
		11TH	29	29	60.4	9	41.1	43.0	66.7%	20	75.0%
		12TH	26	26	58.1	7	38.0	33.5	100.0%	23	100.0%
		[illegible]	1							0	
			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	46.0	77.7%	83	80.7%
	FULL YEAR	8TH	2	2	56.9	0				1	100.0%
		9TH	5	5	55.3	3	40.0	40.0	0.0	4	100.0%
		10TH	4	4	66.7	3	33.3	30.3	0.0	4	75.0%
		11TH	2	1	49.4	2	41.0	46.5	50.0%	2	100.0%
		12TH	1	1	65.6	1	22.0	22.0	0.0	1	100.0%
	TOTAL		14	13	59.4	9	36.0	36.2	11.1%	12	91.7%
TOTAL			139	137	58.2	31	41.0	43.1	54.8%	95	82.1%

attributable in part to the irregularity of students' attendance as well as to their low overall attendance rate. In addition, test scores are obtained from central data files which are themselves incomplete.

To meet the reading objective, 70 percent of the students must demonstrate a gain between pretest and posttest scores. In the Pregnant School-Aged Girl schools, about 66.1 percent of the half-year students with valid scores made the necessary gain. This percentage comes close to meeting the evaluation objective.

Full-Year Students

Seventy-three percent (68) of the 87 full-year students had complete test data. Twenty-seven percent of these students met the evaluation objective, again falling short of the criterion.

WRITING RESULTS

Half-Year Students

Seventy-three percent (239) of the half-year students had valid writing scores. To meet the writing evaluation objective, 70 percent of the students had to demonstrate improvement in their writing as measured by teachers' holistic assessments. Eighty-one percent of the students met the objective. Thus, the writing program exceeded its evaluation goal among half-year students.

Full-Year Students

Eighty-nine percent (77) of the full-year students had complete test data. Ninety-one percent of these students met the writing objective, exceeding the 70 percent evaluation criterion.

MATH RESULTS

A total of 393 students took part in the Chapter 1/P.C.E.N. remedial math classes. However, 73 percent (288) had both pretest and posttest math scores. The results of the program for both half-year and full-year students are are summarized overall and by grade in Table 6. School-by-school results appear in Tables 7 through 11.

To meet the math objective, 70 percent of the students must master one skill for every 20 days of instruction. In all of the Pregnant School-Aged Girl high schools, 52 percent of the students with valid scores made the necessary gain, averaging 6.8 new skills mastered. This percentage does not meet the evaluation criterion of 70 percent.

Twenty-five students in Teen Aid High School took part in the P.C.E.N. funded Corrective Mathematics Program for Pregnant Girls. All of these students had both pretest and posttest math scores. Ninety-two percent of the students with valid scores made the necessary gain, averaging 18.6 new skills mastered. This percent exceeds the evaluation criterion of 70 percent.

TABLE 6

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
HALF YEAR	7TH	10	10	55.3	6	5.8	66.7%
	8TH	33	33	47.1	23	11.4	78.3%
	9TH	113	113	46.9	92	7.7	66.3%
	10TH	82	80	51.7	58	4.8	53.4%
	11TH	57	57	53.7	38	6.8	63.2%
	12TH	35	35	54.5	21	4.3	57.1%
	MISSING	2	0		0		
TOTAL		332	328	50.3	238	6.8	63.0%
FULL YEAR	7TH	2	2	48.9	2	.5	0.0
	8TH	9	9	41.9	5	8.6	80.0%
	9TH	31	31	51.8	25	10.0	68.0%
	10TH	11	11	53.0	11	2.6	36.4%
	11TH	7	7	55.6	6	2.2	16.7%
	12TH	1	1	70.0	1	3.0	0.0
TOTAL		61	61	51.2	50	6.8	52.0%
TOTAL		393	389	50.5	288	6.8	61.1%

TABLE 7

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
MARTHA NEILSON SCH	HALF YEAR	8TH	3	3	29.0	1	5.0	100.0%
		9TH	13	13	21.7	5	4.6	100.0%
		10TH	11	11	27.4	2	4.5	50.0%
		11TH	15	15	41.3	7	8.0	100.0%
		12TH	7	7	39.7	3	6.7	100.0%
		MISSING	2	0		0		
	TOTAL		51	49	32.0	18	6.3	94.4%
	FULL YEAR	7TH	1	1	45.6	1	1.0	0.0
		8TH	4	4	27.8	3	3.7	66.7%
		9TH	4	4	36.1	4	6.5	75.0%
		10TH	3	3	36.7	3	6.3	100.0%
		11TH	2	2	53.9	1	5.0	100.0%
	TOTAL		14	14	37.1	12	5.2	75.0%
TOTAL			65	63	33.1	30	5.8	86.7%

TABLE 8

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
TEEN AID HIGH SCHOOL	HALF YEAR	7TH	1	1	91.8	1	22.0	100.0%
		8TH	1	1	56.5	1	0.0	0.0
		9TH	8	8	43.7	8	18.7	100.0%
		10TH	3	3	64.7	3	14.0	100.0%
		11TH	1	1	45.9	1	30.0	100.0%
	TOTAL		14	14	52.7	14	17.4	92.9%
	FULL YEAR	7TH	1	1	52.2	1	0.0	0.0
		8TH	2	2	51.7	2	16.0	100.0%
		9TH	8	8	49.4	8	23.7	100.0%
	TOTAL		11	11	50.1	11	20.2	90.9%
TOTAL			25	25	51.5	25	18.6	92.0%

TABLE 9

CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
COMM SCH FOR COMP ED	HALF YEAR	7TH	1	1	96.5	1	0.0	0.0
		8TH	2	2	38.8	2	0.0	0.0
		9TH	17	17	48.7	17	.5	11.8%
		10TH	8	8	61.8	8	0.0	0.0
		11TH	4	4	68.5	4	2.0	25.0%
		12TH	5	5	59.1	5	.2	0.0
	TOTAL		37	37	55.8	37	.5	8.1%
	FULL YEAR	9TH	9	9	60.9	9	1.4	22.2%
		10TH	3	3	48.5	3	0.0	0.0
		11TH	4	4	53.3	4	1.2	0.0
		12TH	1	1	70.0	1	3.0	0.0
	TOTAL		17	17	57.5	17	1.2	11.8%
TOTAL			54	54	56.3	54	.7	9.3%

29

TABLE 10
CHAPTER 1 FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
IDA B. WELLS SCHOOL	HALF YEAR	7TH	2	2	4.7	0		
		8TH	3	3	17.6	0		
		9TH	4	4	42.4	1	4.0	100.0%
		10TH	14	14	46.6	6	2.8	83.3%
		11TH	9	9	42.7	2	3.5	100.0%
		12TH	9	9	49.0	4	3.5	100.0%
	TOTAL		41	41	41.7	13	3.2	92.3%
	FULL YEAR	8TH	3	3	54.1	0		
		9TH	8	8	51.9	2	5.5	100.0%
		10TH	4	4	68.5	4	1.5	0.0
		11TH	1	1	68.3	1	3.0	0.0
	TOTAL		16	16	57.5	7	2.9	28.6%
TOTAL			57	57	46.1	20	3.1	70.0%

TABLE 11

P.C.E.N. FUNDED PROGRAMS
CORRECTIVE MATHEMATICS FOR PREGNANT SCHOOL-AGED GIRLS
1988-1989 STUDENT OUTCOMES

SCHOOL	STATUS	GRADE	TOTAL NUMBER OF STUDENTS	# WITH VALID ATTENDANCE	MEAN PERCENT ATTENDANCE	# WITH VALID CRT SCORE	AVERAGE # OF SKILLS MASTERED	% WHO MASTERED REQUIRED SKILLS
TEEN AID HIGH SCHOOL	HALF YEAR	9TH	1	1	29.4	1	0.0	0.0
		10TH	12	12	60.4	8	5.2	87.5%
		11TH	6	6	54.5	3	7.0	100.0%
		12TH	2	2	64.1	2	1.5	50.0%
	TOTAL		21	21	57.6	14	4.7	78.6%
	FULL YEAR	10TH	6	6	60.5	5	10.0	80.0%
	TOTAL		6	6	60.5	5	10.0	80.0%
TOTAL			27	27	58.2	19	6.1	78.9%

16